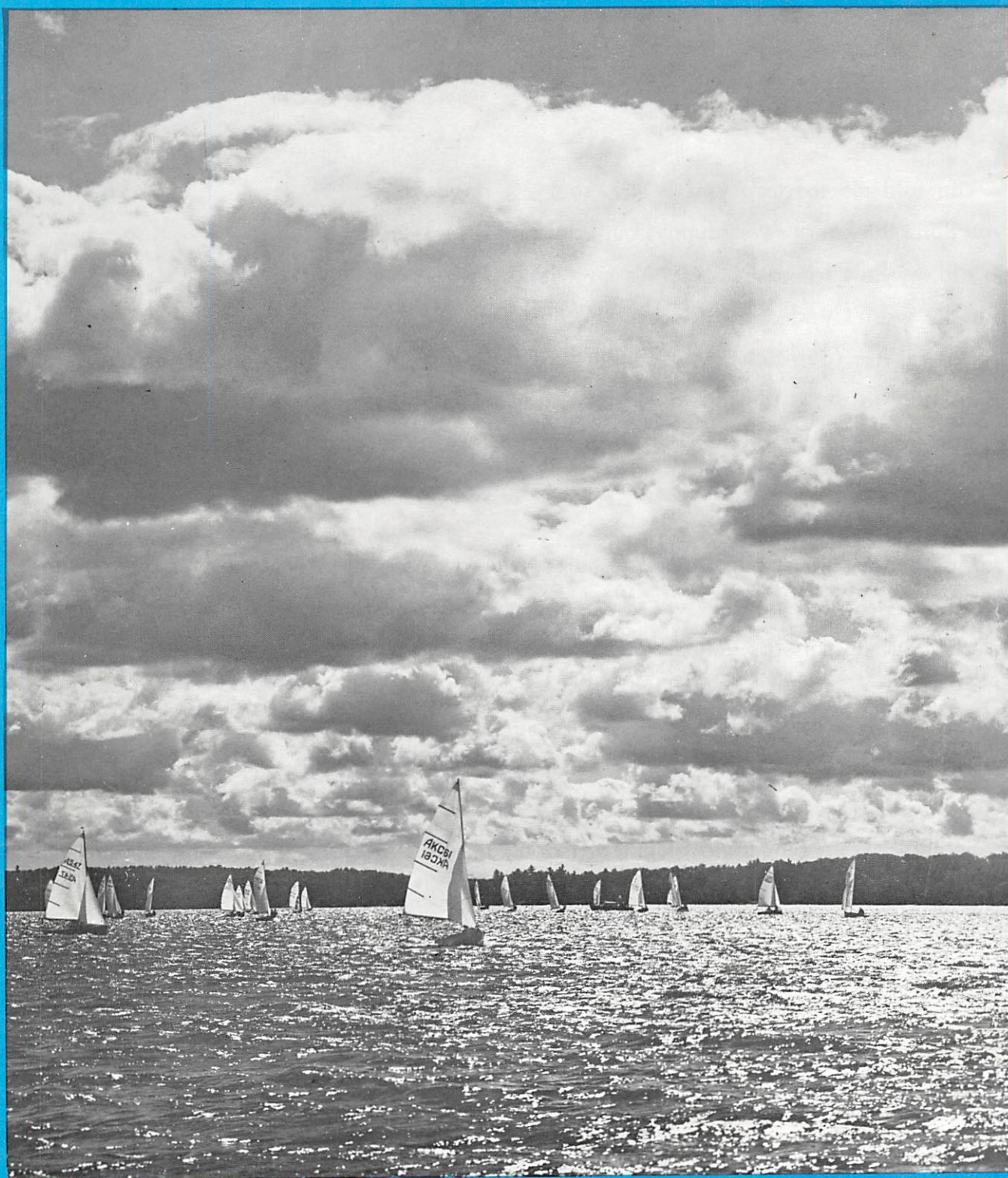


CANADIAN CAMPING

OFFICIAL PUBLICATION OFFICIELLE

THE CANADIAN CAMPING ASSOCIATION

L'ASSOCIATION DES CAMPS DU CANADA



Summer Edition, 1973, édition d'été

Dear Mommy & Daddy,

You told me to drop you a line, so _____ I guess you don't think that's very funny, but I did and so did my new friend Suzie. She's my friend now, but she wasn't yesterday because she hurt me. It was all her fault; when Miss Smith was showing us all how to put a tent up, Suzie was supposed to hammer in the wedge for the loop for the tent ropes and the hammer hit me in the chin. Dumb Suzie!



Miss Smith said "Calm Down" just like you say, Mommy. And then we went to the Dentist in town. My tooth was broken and had to come out. I can't eat any of the peanut brittle you sent; it was yellow anyway.

Miss Smith says "Don't forget to tell your parents that the camp has **Camp-Guard** and **Camp-Guard** will take care of the Dentist's bills."

So that's what I'm doing at camp. I don't like Suzie again because my mouth is still sore.

Love Janie

XXXXXXXXXX

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Courtesy Ontario Ministry of Industry & Tourism

Couverture

CANADIAN CAMPING MAGAZINE

Published 4 times a year

By The Canadian Camping Association

Subscription rates: \$3 — 1 year, \$8 — 3 years
(Distributed free to members)

\$1 — a single copy

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heard? do

have you

you know?

I wish you could have shared my experience of a few weeks ago when I attended the Board of Directors Meeting in Vancouver. I'm sure you will be interested in hearing about some of the highlights, decisions made, and impressions gained. ▲ The warm reception at the airport by **Grant McKeen, John Hasell, Jack Way, John Calder** was but the avant-garde of many interesting people who had been only names to us before. ▲ A new Committee, ARCHIVES, is to be established to gather material and documents to be housed at the University of Waterloo and made available to anyone in Canada and the world. ▲ **Claude Cousineau** has been appointed as our liaison with the Ministry of Transport on the policy-forming Committee regarding life jackets. Every province is asked to express its views and policy with regard to life jackets to Claude so he may speak on our behalf with a forceful, well-supported voice. ▲ **Lorne Brown** has been asked to investigate the possibilities of establishing a programme for Instructors in Nature Lore, Campcraft and Survival. ▲ **Stan Wild** reported that the revised Constitution will be circulated, in both official languages, to all Associations and the final vote must be cast no later than October 30th. ▲ **Val Willis** has accepted the responsibility of putting together a National Code of Ethics. ▲ The C.C.A. is having financial difficulties. The services needed to provide our membership with the information and material they require has increased immeasurably over the past few years. Fees to C.C.A. have not increased for over 15 years . . . and yet the Board agrees that we must try and avoid increasing the fees of Member Camps and Individual Members. A new schedule was accepted and the Provincial Associations are being asked, therefore, to financially assist the C.C.A. to help rectify a deficit budget of over \$2500. for the coming year. One of the problems is the state of our magazine, as capably outlined by **Bill Henderson**. The provinces are responding to our plea for articles but the response has to be extended to include the financial aspect of the magazine. On the request from Bill, each provincial president has taken on the commitment to find an advertising agent who will receive a commission and produce one page of advertising for each issue. A tall order but since the advertisements must pay for the printing of the magazine, all the provinces will have to give a hand in this advertising game if we want a better magazine. When you consider that all the advertisements appearing in the last three issues have been tracked down by **Paul Rushton** then surely a concerted effort by all the provinces will bring great results. Then, "Canadian Camping" can bring to its camping readers many articles of interest that have passed over our desk. ▲

Ron Johnstone assumes the position of Regional Vice-President on the Executive. **Jack Pearse** who did a superb job in the same position now takes his place on the Board as the new President of O.C.A. while **Gordon Stewart** of M.C.A., **Michael Pezderic** of S.C.A., and **Father Rosaire Corbin** of L'association des camps du Québec and Quebec Camping Association join the group as the new Presidents of their Associations. With these replacements, the Executive and Board remain the same. ▲ **Gary Luthy** represented A.C.A.'s President at the meeting because **Jan James** is on leave of absence in Australia. ▲ **Bryan Graham**, as the Treasurer, capably handled his report and we feel he has the interests of the C.C.A. at heart. ▲ It is rumoured that P.E.I. is considering joining the C.C.A. ▲ The person on the Canadian camping scene who needs to feel his efforts are worthwhile is **Doug Dent**. Ever since the inception of National Camping Day three years ago, the programme and work have been ably carried by Doug and his Committee. And from what we have heard, the response last summer was rather disheartening . . . the bulk of the response coming from the Girl Guides and Ontario. With about 600 Member Camps serving some 400,000 campers, how can we help but not make camping and its values known on this day? We fail to understand why it is bypassed by so many camps. If the camp director believes in it, the campers and staff will surely follow. Isn't it time for you disbelievers in National Camping Day to review the idea behind this event and support it wholeheartedly? Our campers and staff plan the day. In our camp circle last summer, we all felt the intangible contact with fellow campers across Canada as our flag was

lowered to the singing of "My Country is my Cathedral". The C.C.A. holds conferences to bring directors and staff together. This day is one way to bring campers together and renew our faith in this country of ours. "Corny" but true. ▲ At the C.C.A. Annual Meeting in Vancouver, **John Latimer** read telegrams expressing best wishes from Mary S. Edgar and Pierre Trudeau. ▲ Only words of praise can be written about the B.C.C.A. . . . not only for their hospitality in Vancouver but the leadership shown at their Conference and Annual Meeting in Parksville. **Dave Campbell, Rick Ryan, Ken Goodwin, Diane Black, Lorne Bowering, John Edwards and Paul Danpier** were the people very much on the scene, assisted by many others. ▲ We cannot leave the B.C. scene without commenting on three people who left their mark on us . . . **May Brown**, as gracious as ever, so thoughtfully placed a spring bouquet of daffodils and narcissus on the Board table; **Blackie Blackstock**, whose quiet strength and dignity have earned for him the esteem of fellow Canadians; and **Lorne Brown**, whose sense of humour is only surpassed by his Bad Boy sombrero. ▲ A belated but gentle tip of our hat to another gracious lady who has, for many years, been a firm supporter of the Q.C.A. — **Mrs. Alta Kahn**. A richly deserved honour will be bestowed on her by Q.C.A. in May and our fall edition will feature an article about her. ▲ M.C.A. who has received a \$2100. provincial grant in order to hire a person to handle public relations for the Association will hold its annual conference, co-sponsored with the Manitoba Outdoor Education Association at Brandon University, May 10-12. ▲ The N.S.C.A. Conference is to be held at King's College, Halifax, May 4-6. ▲ (cont'd. on page 15)



A Message from the President

Message du Président

At the April Workshop of the British Columbia Camping Association, Jack Pearse gave a tremendously inspiring and thought-provoking address. One of the statements which lingered in my mind was "It's not the age difference which creates the generation gap — it's the lack of common experiences". During the same Conference, John Young of Campbell River, B.C. emphasized the fact that organized camping is unique in a child's development because it is the only time in which he can get to know his leaders (teachers) as people — as human beings. When I put these two statements together I realized they blended into one of the powerful 'secrets' which determines the degree of success of a camp.

Buildings, food, facilities, even activities are not the key factors leading to success . . . it's the Director and his Staff who determine success! The Director and his Staff set the tone in Camp. They create the environment. They consciously open the doors to let a ten-year old walk through and share an experience with a twenty-year old. Where else in life can this happen? — Certainly not in school — not on the street — not on the playground nor University.

At Camp, Director and Counsellor can share experiences. At Camp, Counsellor and Camper can mutually experience activities, laughs, thoughts, hopes, fears and tears. Suddenly we find the 'gap' disappears, soon followed by peaks of human sharing which, when felt, make life very much worth living in the 'real' sense.

Let me re-emphasize — It is the role of the Director to build into his Camp the atmosphere, the spirit, and the environment which allows experiences to be freely shared — and encourages a child to 'know' his leaders. I am convinced that if to-day's youth see and know their to-day's leaders as human beings whom they can trust, admire, emulate, and even love, they in turn will be more powerful, understanding leaders in tomorrow's world. — And in tomorrow's world we are the ones who will be led — by those very same people we are now leading.

What a challenge, as we venture forth into another Camping season!

Have a great summer! — A happy, fun-filled, exciting summer . . . and one which not only expands your horizons in enjoying people but also expands the horizon of living for the thousands of youngsters we work with and lead in our Canadian Camps.

Lors des ateliers de travail tenus par l'Association des camps de la Colombie Britannique, M. Jack Pearse prononça une causerie dont la profondeur et la justesse ont provoqué en moi certaines réflexions; une phrase a cependant retenu mon attention "Ce n'est pas la différence d'âge qui crée les problèmes entre générations . . . c'est l'absence d'expériences communes". Au cours de ces mêmes ateliers, M. John Young de Campbell River, C.B. a développé de façon bien particulière le fait que le camping "organisé" est unique dans le développement de l'enfant en ce sens qu'il est le seul temps où l'enfant peut apprendre à connaître ses meneurs (maîtres) en tant que personnes humaines. Lorsque je réfléchis à ces deux citations et que je les accole, je réalise qu'ils se mêlent et se confondent d'une manière telle qu'ils déterminent le degré de succès d'un camp.

Les constructions, la nourriture, les commodités, même les activités, ne sont pas les facteurs-clés du succès. C'est le directeur et son personnel qui font ce succès! Le directeur et son personnel donnent le ton au camp. Ils créent l'environnement. Consciemment ils ouvrent tout grand les portes et permettent aux jeunes de dix ans de venir partager des expériences nouvelles avec des jeunes adultes de vingt ans. Est-il possible de trouver de telles choses ailleurs? Certainement pas à l'école — encore moins dans les rues — même pas dans les terrains de jeux, ou à l'Université.

Permettez-moi d'insister . . . c'est le rôle du directeur d'établir dans son camp, l'atmosphère, l'esprit et l'environnement qui permettra d'exprimer librement les expériences et d'encourager l'enfant à mieux connaître ses meneurs. Je suis convaincu que, si la jeunesse d'aujourd'hui voyait et connaissait ses meneurs en tant que personne elle les admirerait et les imiterait, elle serait capable de confiance et d'amitié; ces jeunes deviendraient alors ces meneurs de demain, capables de plus de compréhension. Et pour ce monde de demain . . . nous sommes ceux qui seront conduits . . . par ces mêmes personnes dont nous sommes aujourd'hui les meneurs.

Quel défi à mesure que nous avançons vers cette nouvelle saison de camp!

Nous vous souhaitons un merveilleux été! un été heureux plein de joie et de moments excitants . . . un été qui non seulement ouvrira vos horizons en permettant plus de joie à ces jeunes, mais aussi en permettant des horizons nouveaux à ces milliers de jeunes pour lesquels nous travaillerons et que nous dirigerons dans les camps canadiens.

The Water Cure

Sometime when you're feeling important,
Sometime when your ego's in bloom,
Sometime when you take it for granted
You're the best qualified in the room

Sometime when you feel that your going
Would leave an unfillable hole —
Just follow this simple instruction
And see how it humbles your soul!

Take a bucket and fill it with water —
Put your hand in it up to the wrist;

Pull it out — and the hole that's remaining
Is a measure of how you'll be missed.

You may splash all you please when you enter,
You can stir up the water galore,
But stop and you'll find in a moment
That it looks quite the same as before.

The moral in this quaint example
Is do just the best that you can,
Be proud of yourself, but remember,
There's no indispensable man.

— Anon.



Poems

by Mary S. Edgar
Honorary President, Canadian Camping Association

AN EVERYDAY "THANK-YOU"

*Every day these blessings rare
Call forth a true and earnest prayer:
From dawn – on through the evening hours
Countless precious gifts are ours.*

*For eyes by which we clearly see
Beauty ever fresh and free.*

*For lungs to breathe clean morning air
And nose to smell each fragrance rare.*

*For tongue to taste the fruits that grow,
For ears by which we learn and know.*

*For limbs to walk and climb and run,
A heart that beats till life is done.*

*For friends who love us as we are
In spite of every fault and scar.*

*For memory which holds in store
Life's happiest moments ever more.*

*And Thank-You God because I'm ME, –
A Person, quite unique, and free.
Please guide me in the things I do,
Thus make Your dream for me come true.*

A CAMP VESPER PRAYER

*God of the night and stars
Tending the fires of day,
Be with us as the sunset dies
and colours fade away.
May incense from our campfires bear
Our gratitude to You in prayer.*

*Most days begin with song of birds
And meadows bright with dew,
With breezes blowing fresh and clean
Beneath a sky of blue.
Our meals combined with songs and fun
Bring comradeship for everyone.*

*We thank You for eventful days
That challenge us to try
To play the game with sportsmanship
And set our standards high.
Now as the daylight fades away
We thank You for a happy day.*

THE BUMBLE BEE

*"The bumble bee should never try to fly!"
This is a scientific fact, they say
"His wing-span is inadequate for flight,
To lift him up and carry him away."*

*The bumble bee has never heard of this,
The law of gravity he still defies.
Spreading out his frail and stubby wings
He stubbornly goes soaring to the skies.*

*A symbol this! – Defiant faith which cries:
"It can't be done, – but still I have to try!
My wings of hope will guide me to my goal;
My daring dreams will lift me to the sky."*

Editor's Note: These poems were composed by Miss Edgar expressly for the National Conference at Geneva Park. Miss Edgar has provided extra copies of these poems for distribution. If you wish a copy, contact the Editor.



Doug Dent,
Chairman,
National Camping Day Committee,
145 Lincoln Road, Waterloo,
Ontario N2J 2N8.

NATIONAL CAMPING DAY

National Camping Day 1973 will be recognized on Wednesday, July 18th, culminating at 9:30 p.m., Daylight Saving in each Time Zone.

The following is a suggested programme to occur at that time, as some camps prefer not to be restricted and some may not be so physically located:

... Whatever leadup programme you may have prior to 9:30 p.m. will end, possibly with a torchlight parade to the waterfront or some such beach area, for a floating campfire — a truly impressive sight — and presentation of what is happening elsewhere at that same time; and campfire songs too, such as "This Land is Your Land", "It's a Long Road to Freedom", "Get Together", "My Country is My Cathedral", "Four Strong Winds", "Sounds of Silence", "As I Open the Door", "Happy Wanderer", "Jacob's Ladder", "Something to Sing About, This Land of Ours", etc. Also, Mary S. Edgar's poem "A Camp Vesper Prayer" (appearing in this issue) could be a fitting part of the evening.

Then finish off with "Taps" or your own Camp Song, and possibly a torchlight parade back to cabins or tents.

This part of the day can be long or short — it depends on the atmosphere and interest generated.

What occurs during the day is up to you. Special events are as numerous as camps. In the National Camping Day Brochure, which all camps will receive, there is a copy of the evaluation report of 1972's event with some interesting methods of celebration chosen by some camps.

The objectives of National Camping Day are five-fold:

- (1) To unite all such camping programmes with the realization that theirs is truly a national involvement.
- (2) To make the general public aware in a positive way of the values of organized children's camping — nature and pollution; group relations and the democratic processes of living together; social awareness; development of skills for leisure benefit later in life.
- (3) To make the general public aware of local children's camping facilities.
- (4) To make the media and so the public recognize the national scale of such camping operations and their increasing importance and involvement in relation to growing up and education (witness Outdoor Education).
- (5) To make the public and media

aware of the beneficial use of land and environment made by such camping operations.

This is to be an opportunity for campers and staff throughout the realm to share something special, something meaningful, a feeling of oneness.

For those of us who attended the C.C.A. workshop at Geneva Park in February — if only we could recreate nationally that feeling of excitement, expectation and keenness about camping that all experienced during the audio-visual presentation, what better advertising could camping ask for!

News releases will be issued from this office as will the brochures, National Camping Day lapel stickers and posters. Also, if you need copies of the songs noted or ideas re programme events, please write to the address above. Hopefully, too, we will obtain the involvement of a prominent national personage. However, let your local media know what's going on at your camp; invite them and the community to participate — *do something!*

It's up to all of us *NOW*.



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LETTERS TO THE EDITOR

"Geneva Park demeurera dans la mémoire de ceux qui ont participé à ces ateliers comme un pôle important des professionnels que nous sommes.

Des ateliers où plusieurs se sont enthousiasmés avec d'autres directeurs de camps préoccupés comme eux de plein air, du bien-être de nos campeurs, du souci de rencontrer les nouveaux défis qui s'offrent aux camps, partout.

Merci à ceux qui ont rendu possible ces ateliers, à ceux qui les ont mis en place. Merci à ceux qui ont participé pour ce qu'ils ont échangé, pour ce qu'ils furent.

Après tout, les camps . . . c'est nous!"

Yves Beaugerard, Quebec

"I felt the atmosphere was a more cohesive atmosphere, right from the start. People were talking about ideas rather than being overly protective of their respective camp philosophies. There were some very open sharing sessions of some down-to-earth problems. People seemed to be genuinely concerned with some of the many problems facing organized camping. The individual sessions seemed to go over very well.

The singsong at night with Bob Lazanik at the piano, coupled with the Saskatchewan high jinks with all their promotional material helped to keep the conference on a high note.

A wind and cheese party, large campfires and the banquet were fast moving events that made our stay at Geneva Park a most enjoyable and productive one.

My only suggestion for improvement would be to bring the people in the Wednesday afternoon and evening. The time was too short."

John Hanlin, Alberta

"Recently, many of us have become skeptical whenever the term "workshop" is used. All too often the workshop takes on the format of a conference or formal presentation where papers are given, but little participation is experienced by those attending. The February workshop, sponsored by the Canadian Camping Association, renewed our faith in workshops.

Camp directors from across Canada chose three from a possible eight workshops to participate in. Bruno Morawetz is a master leader in a workshop situation. His session entitled "Recruiting Campers" saw maximum participation.

The workshop choices were difficult ones to make. Each workshop title was obviously well chosen because of its relevance to the Camp Director. Many of us found that the workshop on "Funding", led by Ross Seaman, left us the most to grapple with in terms of new information.

From the first dynamic A-V session by John Latimer and Jay Haddad to the final session featuring Mary Edgar and Ron Johnstone, the workshop was a delight."

Morley Lee, Manitoba

"If only I could spend the summer visiting the camps of the directors I've met at this conference." These words of my roommate convey a very vivid picture of the communication between the directors from many various types of camps across Canada who attended the CCA National Workshop at Geneva Park.

Though we were housed in the luxury of Geneva Court, there was an aura of true camp spirit throughout the weekend. It came from the opening welcome and fine audio-visual presentation by John Latimer; the learning experience of the workshop sessions; the warm fellowship of our French Canadian delegates and their beautiful songs; the camp fire on Friday night; the closing banquet and ceremonies on Saturday night, with the moving poetry of that grand lady, Miss Mary Edgar, and the sincere and inspiring speech of Ron Johnston, OCA president; the final farewells on Sunday morning. We came together and shared, taught and learned, gave and received, and went away enriched."

Blanche Potter, Nova Scotia

"I submit the following highlights which were helpful to me through attending the C.C.A. Conference at Geneva Park.

It was very enlightening to have participated in the session on funding; many areas of availability of materials and grants for camps were discussed which were previously unknown.

In the session on recruiting and training camp staff, it was helpful to discuss various approaches to interviewing prospective counsellors and also the content that should be in the application form to be completed by the applicant. Emphasis was rightly and importantly placed on the pre-camp training of the counsellors.

The workshop on meeting the changes of the society was another very full, but stimulating session.

Camping today is not one of physical survival but of psychological survival. A sense of confidence should be set up in each camper; the camp should help our young people come to grips with their deep feelings, counteracting the type of manipulating society in which we live and which has its influence upon us.

Last, but not least, is the highlight of associating with many Canadians of varied camp experiences. The periods of reception, campfire and singsong were excellent in socializing and learning from people with common interests in Canadian Camping!"

Joy Rennick, New Brunswick

"Initially, the site for the Camp Directors Workshop, Geneva Park, would be difficult to surpass. The facilities and atmosphere allow for so much total involvement.

Besides the asset of meeting and working with so many people from across the country, the Workshop, I feel, was invaluable in the amount of work covered, the number of suggestions — resolutions passed along to the C.C.A. Executive for consideration — action, and the amount of input that was realized by all. If nothing else, we should now better comprehend the direction and problems faced by other provinces and not relate totally to our own local situations. To assume everybody is facing similar problems re: funding, health regulations, minimum wage, etc., is general. To hear that certain problems are, in fact, similar

elsewhere and to learn how these are being tackled is specific. I would suggest Ontario has learned from Saskatchewan and New Brunswick how to get LIP etc., grants!

Importantly, however, is the fact that all sessions were recorded to allow for a written resumé for all who attended. The C.C.A. is to be congratulated on its organization and handling of the conference. If only that same feeling, experienced by all during the audio-visual presentation and the speakers' remarks, could be transmitted to the public and media, what advertising!"

Doug Dent, Ontario



"On behalf of Grant and myself, I enclose our thoughts and reactions to the Ontario Conference.

One of the delightful aspects of this Conference was the appearance of a large number of new faces, with their attendant enthusiasm and new ideas.

The sessions were most informative and the resource people were of top quality. The reporting back was well carried out and gave us all a clear over-view.

We enjoyed the informality and we were able to make new friends and share common concerns. We all thought that Geneva Park made an ideal conference site, being comfortable and in the right setting.

The feed-back to Provinces was valuable, and this is an essential component of such conferences.

I, personally, was frustrated with the Standards Workshop. A great deal of credit should be given to the organisers, and the B.C. delegates wish to thank them for their efforts.

It is very clear to us as a National body that we must really develop guidelines and concrete proposals to improve such conferences, and to make certain that they continue to reflect the concerns of membership."

John Hasell, British Columbia



"We left Saskatchewan with high expectations. We arrived at Geneva Park with great anticipation and then suddenly we were there, a part of that scene called camping. We were accepted as people – as people in camping, by people in camping with a wealth of experiences. This acceptance in itself was a wonderful feeling and perhaps unexpected as we, from Saskatchewan, showed our youth, our limited experience, and an enthusiasm for camping and living that we're sure all became aware of. This, too, was accepted. What an experience – what people – what love. Another theory proven. Love isn't love until you give it away. Thanks for Geneva Park, C.C.A. Have another one – Saskatchewan will be there."

Saskatchewan's lively dozen



Editor's Note: It is hoped that the above is the forerunner for many more letters so that this column will be a feature in every Edition.

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Make Your Own Paddles



by Bruno Morawetz, Ph.D.
Director, Camp Ponacka

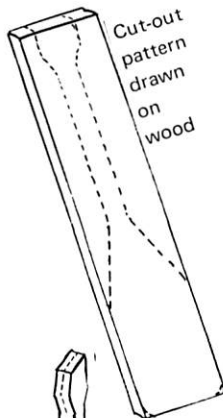
At the recent Ontario Camping Association Conference, one of our campers demonstrated the making of a paddle. Since it aroused so much interest — even for girls' camps — it was felt that it might be written up for camping people across Canada.

MATERIALS: Clear basswood, free from knots
A piece of 1" x 6", 6-ft. long rough lumber, not planed.

REQUIRED EQUIPMENT: Wood vise A saw
Sharp drawknife A steel rasp
Sandpaper

PROCEDURE: Choose a paddle of the kind you wish to make. Lay it on the board from which the paddle is to be made, and trace the exact outline on the board. When this is done, cut with a saw to the outline (not too close), several cuts . . . maybe 6" apart . . . and then, with the drawknife or a chisel, get the rough outline of the paddle made.

After that, take a drawknife and shave all the wood away, so that all that is left is the pencil mark that outlines the whole paddle. Do not start to round any parts until the whole paddle has the exact shape of the outline. Then, with a pencil, draw a line all around the paddle, 1/2" from the edge, so that the ultimate edges of the blade, of the grip, and of the shaft, are marked. Then take a drawknife and shape the blade first . . . then the grip, leaving the shaft completely square. After the blade and the grip have been shaped completely with a drawknife, take a rasp, then sandpaper, and smooth it. Only after that is done should you start to work on the shaft . . . and again, you proceed with the drawknife, then the rasp, then the sandpaper.



Draw a line bisecting the depth of the wood to prevent over-trimming

WARNING!

It is important not to make certain places too thin. The tendency is to make the indenture just underneath the grip (where the grip becomes the shaft), a little bit too thin. It is also a danger to make the throat of the paddle too thin.

FINISHING OF PADDLE: There are many ways of doing this. One of the best is, perhaps, linseed oil. Oil the paddle several times and stay away from varnish altogether. This protects the wood against splitting, and I believe that even varnish can be put on the paddle after this.

P.S.:

It must be remembered that a paddle made from basswood is light and not particularly strong, but it is the easiest wood to work with. We have also made paddles at our camp from maple and black cherry. They are much harder to work in, but they make lasting paddles and are extremely strong. For the younger boys, however, basswood is to be recommended.

Shaping Tools



Drawknife



Rasp



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A Programme Idea

Diplomacy Day

Ian Anderson
Camp Ponacka
(edited)

Counsellors at Ponacka decided last summer that it was time to stop relying on traditional Sunday afternoon programs such as Goldrush Day and Olympic Day. The result? *DIPLOMACY* – a game which recreates the world situation in a camp setting.

Structure of the Game

The camp is divided into various countries with approximately fifteen campers and two counsellors per country. Each country is designated some waterfront area. A central district houses a national booth from each group, as well as a "Central Trade Board", manned by counsellors. All countries are serviced by trucking lines on land and international shipping by water.

Purpose of the Game

Each country must manufacture products from its own, or another country's, supply of raw materials (which can be obtained by trading). The country that produces the most products wins. The attraction of the game is in the wheeling and dealing which results from trade.

How to Prepare

Assemble a master list of raw materials to be distributed disproportionately but in equal amounts. Items such as nails, wood, twine, sugar, cups, noodles, cloth and other easily obtained articles are best. Divide the articles among the countries before the game begins. Each nation is given a copy of the master list and 100 Ponax or whatever you wish to call the currency which you invent.

Playing the Game

During the first half hour of the game, each country gathers on its home ground, examines its master list, and decides what products it would like to make. The game begins after this half hour when transportation routes are set in operation. Several citizens from each nation operate their booth at the

central trade board and each country sends delegates to the Trade Board to buy any necessary materials. All money transactions take place at the Central Trade Board.

All travel must be made by ship or truck. Trade routes stop at each country. Here realism can be added by demanding the blow of a fog horn at each port. Trucks (imaginary wheelbarrows) connect countries by land. Counsellors are ship captains and truck drivers, who prevent border hopping, which can destroy the effect of the game by disregarding the idea of specific boundaries.

Tourists and Bombing!

Visitors, who might be extra staff members or real camp visitors, may be given currency and allowed to travel about the world all afternoon, buying products which must be representative of the country – Eiffel Towers from France, mummies from Egypt, Rembrandts from Holland, and so on.

Each country is given five bombs (painted sticks) which may be used to cause property damage to another country. Each bomb dropped costs the victim 5 Ponax which is deducted from the nation's final score. Countries not faring too well may form alliances and, by pooling their bombs, decrease the winning rival's score. The Central Trade Board keeps tabulation of who is winning. The scoring is very simple. Five Ponax are awarded for each raw material that has been imported for producing an article. Of course, tourist revenue will boost a nation's revenue.

Excitement builds to a climax as nations vie for top position by feverish trading and alliance forming. Fortunately, Diplomacy Day rules can be shaped to meet the varying facilities of different camps. If adequate preparation is made, your campers may show enough enthusiasm and international diplomacy to put the United Nations to shame!

TIPS

During their pre-camp Staff Orientation programmes, many camps choose a theme that carries through the entire orientation schedule. Last year at Camp Tawingo, we selected the theme "A happy Camper is ..." and at each session during the pre-camp week, the session leaders prefaced their presentations with the theme. For instance, the Health Director said "A happy camper is a healthy camper". The Music Director said, "A happy camper is a singing camper". And so on.

It helped all of us to realize the relevance of the orientation sessions and it focused on the prime purpose for Camp – the happiness of our campers.

In summarizing the Orientation week, I talked about our first Camp objective "To assure the happiness of campers by making the camping experience fun". Each staff member was presented with a "MATCHED" button (see diagram) and we talked about the importance of being "matched" – with campers, with fellow staff, with the Camp philosophy. Each letter of "matched" was used to begin a word which formed the guiding phrase for our summer of Camp leadership –

Make

A

Tawingo

Camper

Happy

Every

Day



I found a song written by Joe Lawrence of "The Travellers" folk-singing group and composed a special verse which was taught to the staff. It is a great camp song. If you don't have it in your repertoire now, you should get it. The Chorus and my new verse are as follows:

TALK ABOUT PEACE

Chorus

They're talking about love, talking about peace

Talking about a world full of happiness

Talking about love your neighbour as yourself

Talking about friendliness

Talking about do unto others as you would

Have others do unto you

And with thoughts like that running through your head

There's nothing good that you can't do.

Third verse

There's a whole lot of campers in this old camp

Looking for someone who'll care

It doesn't cost much just to throw them a smile

They'll carry it everywhere

So smile and laugh and sing and shout

Just be happy and gay

It'll bounce right back if you throw it out

Make a camper happy every day.

Perhaps you have a theme for Staff Orientation that you would like to share. This year, we are thinking about this: – "I know where I'm going and I know who's going with me."

Jack Pearce



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Campcraft can be fun

by Dr. Bruce Bocking
Camp Ponacka

Campcraft, to the casual observer, unfortunately often appears as a somewhat boring but a necessary activity at camp. To the campcraft instructor it can be a very frustrating task trying to compete for camper attention, with the more enticing activities at camp, such as canoeing, sailing and waterskiing. This problem is usually the product of campcraft programmes which year after year do nothing but attempt to instruct campers in the old basics of camping, such as tent pitching, fire lighting, camp cooking etc., and fail miserably to accomplish even these. Campers soon learn to avoid campcraft as an activity, where they are besieged with lectures and demonstrations which really only serve to put their minds to sleep.

The fault lies not only with campcraft instructors and their programmes; camp directors must take their share of the blame. They often search diligently for months looking for a super qualified instructor to head their swimming programme and other waterfront activities, but then turn around and, at the last minute, quickly hire one or two counsellors who are relatively inexperienced to instruct in campcraft. Often these people have little or no experience in dealing imaginatively with eight to fifteen year old campers. Any programme at camp will only be as good as the people running it, and any camp which intends to make campcraft a major and important activity, will have to put as much care into the hiring of staff for campcraft, as they do for any other activity.

Some people ask if campcraft should even be taught at camp. I personally feel that, if a camp engages in any form tripping, campcraft should be taught.

It might even be considered compulsory for those campers who intend to trip. Good camping techniques will only serve to make the canoe trip or overnight hike more relaxed and pleasant, despite any adverse weather or terrain. The skill to choose a good camp site, set up a comfortable camp and prepare good meals should not be the sole property of counsellors or guides, but should be taught to each camper, no matter how old or inexperienced.

These camping skills, which are second nature to an experienced camper, can only be passed on to campers if intelligent and imaginative programmes are used to present them. Skills, such as fire lighting, axemanship and orienteering, are best demonstrated briefly at any activity session, and then the majority of the sessions spent in having the campers do something themselves. The finer points of axemanship, for example, can be pointed out far more effectively by a skilled instructor to a camper who is wielding an axe

than if the instructor simply gave a lecture or demonstration on the subject. Campers will soon respond to a programme where the emphasis is on 'doing' rather than sitting and learning. The learning will come as a valuable by-product of experience.

It is also important for an instructor to understand what type of programme to present to each age group of campers. Young campers will be thrilled and challenged at the thought of lighting their own fire, cooking their own pot of beans or following a simple trail of rice through dense woods. Older campers will respond to a programme of tree felling, orienteering and pioneering projects. It is often easy to set up a programme for young campers, but such is not the case for older, more experienced campers. Thus, I would like to mention a few programme ideas for these older boys or girls. These programmes must be challenging and must give the camper a sense of fulfilment and accomplishment on completion.



Photo courtesy Camp Ponacka



Photo courtesy Camp Mazinaw

Every teenage boy yearns to be proficient with an axe. A few short demonstrations on technique and safety, followed by actual practice with an axe, under close supervision, will soon fulfil this yearning. After each camper has had a short turn with an axe to demonstrate his ability, divide the group of boys into several teams and run a competition to determine which team can be the first to chop through a 12" log. Experienced axemen will do this with ease but even the grossest amateur can have great fun. If a few campers are advanced enough to attempt it, tree felling can soon be taught so that the camp can be rid of a few dangerous dead trees. Indeed, if axes are taken along on canoe trips, every camper and counsellor who does trip should be taught how to split wood properly.

Orienteering is a great activity which can quickly capture the imagination of a skilled instructor. Several good compasses, plus the time to set up several short orienteering courses, are all that are necessary to run an excellent programme. Instructors often feel the urge to teach all they know about orienteering in one session and then in subsequent ones send campers on courses by compass and map. They would better spend their time teaching a few basic skills and then letting the camper learn by his own mistakes, while following a course. The finest skills will come with experience and be appreciated far more if learned this way. One excellent activity, which should be set aside for an entire day, is an orienteering race. This is best carried out by canoe over a 10-12 mile course

on a lake, with a set of clues and instructions and travelling by map and compass, check point to check point given to each group. Small tokens are left at each check point and groups of two campers compete for the fastest time and the most tokens brought in.

I have found that pioneering projects have offered a challenging and enjoyable reward to those campers who care to undertake them. They require knowledge in the use of knots, lashing and axemanship, as well as a flair for engineering. Once completed, they become an object of pleasure for the entire camp, a fact which enhances the sense of accomplishment and self-confidence in the person who undertook the project.

Probably the simplest pioneering project is the "A" frame. This is constructed from two 20-30 ft. spars which are lashed together at the apex by diagonal lashing of 1/4" rope. A 6 or 7 ft. long cross piece is lashed across the bottom, with square lashings, to form the cross piece of the "A". A second smaller cross piece, if lashed to the top of the "A", will add to the stability of the frame. This "A" frame can then be placed at the water's edge, at approximately a 30 degree angle over the water, with a 1" rope dangling in front of the apex. Younger campers will then have hours of pleasure using the same as a tarzan swing into the water.

More complicated projects include log rafts, which can be built in com-



petition from logs and 1/2" rope and then raced; rope bridges across gullies, creeks or just between two large trees on level ground; and towers of all sizes and shapes.

The latter can be constructed to almost any height, depending on the materials available and the skill of the builder. This would be an excellent project for a cabin group of fifteen year old boys. A tall tree with no

branches on the bottom, 20 or 30 ft., such as birch or ironwood, is used as one of the legs of the tower, mainly for stability. Then two or three additional legs are raised, using 20 ft. spars with the sides 5 to 7 ft. long. Smaller spars are lashed between the vertical ones at diagonals, using square lashings of 1/4" rope. These cross spars are lashed at intervals up the sides of the tower approximately 4 ft. apart. A platform can be built at the top from 1" poles which are lashed together, and then a rope ladder or ladder built from small spars can be used to reach this platform. An enterprising group will build this tower very close to the water's edge. A heavy anchor can be dropped into deep water approximately 30 ft. from the shore and a 1/2" rope strung tightly between the anchor and the top of the tower. A heavy pulley with a handle attached may then be slung from this rope and many hours of enjoyment can be spent by campers who climb the tower and then hang from the pulley and slide down the rope into the water.

The final activity I would like to mention, for older campers, is the survival hike. Each summer a few of the most experienced and able campers can be selected to engage in such a hike. Lessons are first given in survival techniques and then each camper is given time to prepare a survival kit to take with him. A suitable location is chosen near an isolated lake or river and then campers are dropped off in pairs at these sites. These survival hikes should last 48 to 72 hours and the campers are allowed to take with them only the clothes on their back, a survival kit and an axe. Campers who are unable to cope in foreign situations should be screened from undertaking such a programme. The few who do participate will find it to be a worthwhile and exciting endeavour. At the

Photos courtesy Taylor Statten Camps



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end of such a hike campers can be judged on their ability to set up a comfortable camp with a minimum of equipment and also on their ability to find certain survival foods.

There are many activities, such as those mentioned above, which an imaginative campercraft instructor can engage in. Libraries and book stores are full of books on camping and campercraft. An intelligent person would be wise to make use of these resource materials. A worthwhile programme in campercraft can only be developed through much time and effort and constant reassessment by the staff, the camp director and programme director. Great care must be taken in determining the choice of activities for each age group so that the programme will relate to each individual camper with consideration given for his age and abilities. If such care is taken there is no reason why every camp engaging in campercraft cannot be proud of its programme. ♦



have you heard? do you know?

S.C.A. is 6 years old this spring. Two members who have provided the impetus, the prodding and extending constantly the long arm of enthusiasm and encouragement and "Yes we can" to the organization are to be honoured by their fellow members — Eileen Mayotte and Jack MacKenzie. Their names were given to us with the proviso: "Keep Hands Off!" 'cause they're still needed in Saskatchewan! ▲ I cannot write "30-30" to this column until I have passed on my sincere thanks to some "I care" folks with whom it has been a distinct pleasure to work . . . the provincial contacts who have sent along articles, photos, tips and provincial news . . . I have used all I can to date but they will be forthcoming and, hopefully, with more advertisements procured, the magazine can grow in size; and lastly, but most important, those "faithfuls" on the Editorial Committee, for without them our four editions, each one better than the last, would not have been produced. A final-for-the-season tip of the hat to my co-workers who make my job so intriguing . . . Bill, Bob, Brian, Jean, Jocelyn, Kirk, Paul, Eanswythe, Bruno, Ann and Bryan. Best wishes to all for a happy, fun-filled and exciting summer.

— Helen E. Stewart



Along the Bookshelf

SNAKES OF CANADA by Barbara Froom

How many times have you seen a snake in a field or near camp and, terrified, taken flight in the opposite direction? Now it is possible to identify both the poisonous and the harmless snakes you encounter, take an interest in the role they play in the balance of nature, and even keep them as pets. "Snakes of Canada" is a useful identification guide and a descriptive discussion of the origin, classification, anatomy and reproduction of snakes in our country. It deals with present-day misconceptions of the snake and snakes as pets, and encourages conservation of these beneficial creatures. There are many black-and-white illustrations and a special section of full colour photographs identifying all Canadian species.

Available in any book store for \$6.95.

WILD RIVERS AND MOUNTAIN TRAILS

So often one is at a loss for inspirational ideas when time for a Sunday talk or morning meditation comes along. Don Ian Smith's "Wild Rivers and Mountain Trails", a book of his own meditations, combines all the necessary elements . . . a regard for the vastness and beauty of the outdoors, a responsibility we must share for tending our earth, a simple understanding of God and His Creation. Each lesson in chapter form is related to some aspect of the country the author knows so well . . . The Wild River, High Mountains In The Distance, It's Your Very Own Moonbeam, The Slothful Hunter, Fear Not, To Corner a Toad. Variations of any of these themes could take the drudgery out of "preparing the sermon" and give campers a fresh approach to everyday living.

G.R. Welch Co. Ltd., 222 Evans Avenue, Toronto 18, Ont. \$3.00.

Eanswythe Flynn

A TEEN-AGE GUIDE TO HEALTHY SKIN AND HAIR

"Dedicated to teen-agers everywhere who will make this a better place for living". Dr. Irwin Lubowe and Barbara Huss have produced a book which should be made available to young adult campers . . . and we include staff members. Written in readable, lucid and lively style, it covers practical authoritative advice on skin and scalp care, hairstyling and treatment, weight control, make-up, plus a chapter on the effects of drugs. Cosmetics and their mis-use come up for discussion, but the emphasis in this chapter is the proper use in achieving the best results naturally. Humour appears in some of the sub-headings on care of fingers and toes: Wally's Warts, Rhoda's Red Hands, Barney's Blisters, Andy's Athlete's Foot; and when it comes to talk about hair, what other title than "What's On Top"? This is the kind of book that directors could make freely available on the library shelf or the counsellors' lodge, because it will draw the interest of young people that heavier treatment of the subjects will not.

Clarke Irwin Co. Ltd., 791 St. Clair Ave. W., Toronto 10. \$8.35.

Eanswythe Flynn

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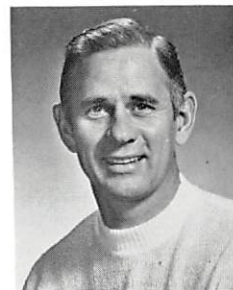
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Camp – An Oasis which is apart from, rather than a part of, Society

by Jack Pearse
Director, Camp Tawingo



Last Spring I spent a day trying to bridge the gap between generations. I visited my first camp where I learned to swim, where I went on my first out-trip, held my first staff position and led my first sing song. I hadn't been back since 1953.

Excitement mounted as the motor-boat took us to the island where the camp is located – through the rock cut, past Gull Rock and Bald Rock and Champlain's Point (where, surely, the great explorer must have camped) and to the main camp dock. I bounded up the hill, eager to begin a self-guided tour of camp. First, I went to the boat-house where I had lived in my last year at camp. It was gone – burned down a few years ago and replaced by an outdoor theatre.

So I went to look over the Tent Alley, where all the tents used to be lined up in a row with a roughly-hewn archway at the end of the alley through which all the campers and staff used to walk while reading the camp motto in logs on the archway – "I'm third" – God is first, the other fellow is second and I'm third. No tents. No archway. Cabins had been built in more suitable surroundings.

"Surely, I will recognize my favourite spot – the Council Ring", I said as I all but ran down the path. A post that was once a corner of the stage was all that remained of the Council Ring. A bigger and better council ring had been constructed in another part of camp.

In resignation, I began to walk around camp to look at all the great new things that had occurred in the last 20 years and to say "Hello" to all the people. I didn't know a *single* person I met in my stroll around *my* camp. I was from another era – another generation.

Then I found a corner of a rock with my initials painted on it – "J.P. 1946". We did it one day when we were painting canoes. At noon hour, we had a sing song using song sheets

that I remember putting together in 1941. Not only that, we sang songs that I hadn't sung for 25 years – one of which was composed by my Dad in 1934. And I knew those songs as well as anyone in the dining hall. What a great feeling! Suddenly I realized that it is not a generation gap but a lack of common experience that creates a gap between people. Just last week I was talking with a 22-year-old who told me "We can't understand 18-year-olds. They seem to be so different from our generation."

At the 1972 Ontario Camping Association Conference, Ruben Nelson, the keynote speaker, said we are living in a culture that seems to have little direction or destination, only speed of movement and pride in arriving there first. He illustrated with the good news/bad news story of the captain of a ship who summoned everyone on deck to give them the bad news first. He said "We are utterly and hopelessly lost. Our maps are burned, our compass is broken. There is severe cloud cover and unpredictable winds." Then he gave the good news "We are 3 days ahead of schedule."

Society today

I feel that way sometimes – hopelessly lost, but 3 days ahead of schedule. I wonder is today's society with its urbanization, automation, sedentary living, spectatoritis, lack of creativity leading us out of a wilderness or over a precipice? And I wonder if we aren't being led in directions we really would not choose to go by a few people who might change direction again tomorrow.

Then I think that, maybe, it isn't that way at all. Maybe there is direction and purpose and destiny.

And I think about my own particular vantage point.

Part of the year I live within the protection of the ivory tower of the university where we snatch students from society – spout sagaciously in an attempt to better prepare them *for*

society – without *really* knowing what society is about. Then, for the rest of the year, I hide from the *real* community by setting up an ideal community, or what I perceive to be an ideal community, at camp. So perhaps I don't have the best vantage point to view today's society but some of the things I see are crowded housing where there is no place to play, no place to be alone and, yet, where the whole idea of a commune as a way to live is not working.

In a society where people need and want to be with other people, there is a pressure to conform to non-conformity and, yet, I think the era of "doing your own thing" is drawing to a close.

Youth are bothered by adults who underestimate them, by adults who don't show by example, by adults who are not offering direct leadership. Therefore, rather than dwelling on the changes that have occurred or changes some of us think *might* occur in society, I would rather talk about the things that don't change – like friendship, honesty, love, kindness, sincerity, fair play, common decency, respect for self and others, sharing. None of these things have been swept away with the stagecoach, the rickshaw or the sailing ship.

We may have new fashions in dress, new kinds of music, new types of airplanes, but surely we cannot have *new* ideas of right and wrong.

Camping today

In the Spring 1973 Edition of "Canadian Camping" John Latimer said: "It becomes more and more obvious that our future is, indeed, very promising. While it is true that some camps are closing and many are facing registration difficulties, we see in Canada that many new camps are opening . . . and that more children are going to camp. Mind you, we have a long way to go, and we have a great deal of hard work ahead of us, but because of the many new, dynamic, exciting people

who are becoming involved, I cannot help but look at camping in a very optimistic light."

In the April 1973 Edition of the "Saturday Review of Education", the feature article by Ellen Bilgore was "What Makes a Good Camp?" She reported on camps visited in the northeast United States of America. One of the really successful camps, in her opinion, was operated by a former president of A.C.A.

In Ellen Bilgore's words "What they've successfully tried to do over the years is to create a simple, productive environment in which the agonies of the world are carefully siphoned out. No drugs, no sex, and apparently no interest in either."

And camp need not stop at the end of August. The real bonus comes with the opportunity to take some of those great experiences to others who haven't had the benefit of them.

G.B. Shaw said: "I am convinced that my life belongs to the whole community, and as long as I live, it is my privilege to do for it whatever I can, for the harder I work, the more I live. I rejoice in life for its own sake. Life is no brief candle for me. It is a sort of splendid torch which I got hold of for a moment, and I want to make it burn as brightly as possible before turning it over to future generations."

In the same "Canadian Camping" magazine, John Latimer said: "I am convinced that we must keep 'up to date' . . . through a continuing and ongoing knowledge of the society around us. If we continue to operate our camps as we did ten years ago then I do see a real threat. It is true that for stability and strength, certain traditions must be maintained — but they must make sense and, if they don't, we must be flexible and unafraid of change." A short time ago I saw the play "Fiddler on the Roof". It is the story of a poor Jewish community in Russia during the pre-revolutionary time.

The main character, Tevye, is a milkman who scrapes and digs for a living that hardly seems worth it because of all the setbacks. He spends the whole movie justifying the need to maintain their traditions. "Without our tradition," says Tevye, "we are as shaky as a fiddler on the roof."

I believe in the importance of tradition. If it is a *good* tradition, then it is worth keeping.

I think camp can serve as an oasis — apart from society — without relating directly to the changing outside world — a place where people can live in an atmosphere that isn't controlled by money or sex or booze or minorities or advertising or conformity or vested interests.

As long as the camp's philosophy is built on principles rather than limits,

As long as people know how the camp will operate and *choose* to go there,

As long as people realize that everyone makes sacrifices for the good of everyone else in this kind of setting,

As long as people have self-respect and respect for others,

As long as the oasis is not treated as a Utopia,

Then people can begin to function comfortably in the camp "community" with freedom, with understanding, with relevance.

Happiness doesn't come from doing what we *like* to do but from liking what we *have* to do.

When Paul Danpier asked me to tackle this topic, we didn't discuss this point, but I suspect strongly that when the topic was chosen the committee was thinking more about camp *staff* than about campers, the notion being that it is increasingly difficult for camp staff to function effectively when the gap is widening between society's norms and a camp director's expectations of the staff. There are those who say that the ever-widening gap is caused by the ever-widening generation gap — that it is the camp director imposing his medieval ideas on the staff.

I repeat it is not a generation gap but a lack of a common experience which creates a gap between people. The success of *any* camp is dependent more on the calibre of the staff than any other single factor. It is not enough to have a high-sounding set of objectives if the leaders aren't attuned to them. It is only when we can say "That's the way *I* want to live" that we can expect to convince others that it's a pretty good way for *them* to live.

Eleanor Roosevelt said: "Up to a certain point it is good for us to know that there are people in the world who will give us love and unquestioned loyalty to the limit of their ability. I doubt, however, if it is good for us to feel assured of this without the accompanying obligation of having to justify their devotion by our own behaviour."

I believe changes must occur. I believe that rest means rust. I believe in the expression "when you are through changing comma you are through period." However, the key is to know when the time has arrived for change and when we are faced with a societal whim and if they end up being just that, then if we don't have our tradition to fall back on, we're *really* messed up! "Without our tradition," says Tevye, "we are as shaky as a fiddler on the roof!"

Please allow me to close with a poem you might have heard or read but it bears repeating, I think. It is called:

"THE BRIDGE BUILDER"

*An old man, going along a highway,
Came at the evening, cold and gray
To a chasm, vast and deep and wide,
Thru which was flowing a sullen tide;
The old man crossed in the twilight dim,
The sullen stream had no fears for him.
But he turned when safe on the other side
And built a bridge to span the tide.
"Old man," said a fellow pilgrim near,
"You are wasting strength with building here
Your journey will end with the ending day,
You never again must pass this way.
You have crossed the chasm deep and wide —
Why build you the bridge at the eventide?"
The builder lifted his old grey head —
"Good friend, in the path I have come," he said,
"There follows after me today
A youth whose feet must pass this way.
This chasm that has been nothing to me
To that fair haired youth may a pitfall be.
He, too, must cross in the twilight dim
Good friend, I am building the bridge for him."*

Isn't that what camping is all about?
Isn't that what camp leadership is all about?
Isn't that what *Life* is all about! ♦

*Editor's Note:
The column "Outdoor Cookery" does not appear in this issue but will return in the Fall issue.*

CAMP COUNSELLORS should be Camp Counsellors

by Mary L. Northway
Brora Centre, Toronto



The modern camp counsellor apparently should be a mixture of Superman and an archangel. It has been suggested that he be trained, presumably at the graduate level in sociology, psychotherapy, group dynamics and perhaps even nuclear physics. He is also expected to possess personality characteristics of intelligence, interest, honesty, tact, perseverance, diligence, tolerance, sympathy and, for good measure, a fine sense of humour. In time, perhaps, the human species will evolve such creatures; meanwhile, camp directors who want a staff must choose ordinary human beings and accept the varieties of virtues and frailties inherent in them.

As long as we have to use human beings for our counsellors, we must expect them to have both variety of training and variation of personality. But among the many possible assets the camp counsellor may have, it seems to me that he must have two: ability to camp and ability to counsel.

To camp means to live simply in the outdoors and to enjoy it. For many city dwellers this is not easy. One has to be clever to live simply. And one has to know, understand and love the outdoor world to be comfortable in it.

The counsellor should therefore possess the skills for outdoor living which his particular camp situation requires. Camps themselves vary from the summer hotel to the barracks, from centralized regimentation to decentralized primitive living, from the school to the holiday, from the expensive to

the free; some being situated in the lake country, others in the mountains or fields. One is reminded of the four-year-old who, seeing a St. Bernard, asked his mother; "What's that?" "That's a dog, dear; you know what a dog is." "Yes", he replied, "but some dogs look like dogs." So some camps look like camps, but within the species there is as much variety to be found as amongst different breeds of dogs.

It is difficult, therefore, to say just what skills the camp counsellor must possess, other than that he needs those which are appropriate to the type of camp. If he goes to a camp in the lake country, he should be able to manage boats, to feel secure in and on the water, to build fires, pitch tents, cook meals and to understand the weather. He should feel comfortable and know how to help his campers live comfortably in the out-of-doors life of his camp. Camping skills are important, not as ends, but means to satisfy outdoor living.

As well as skills for outdoor living, he should be interested in the outdoor world. This does not mean he should be a "nature study expert", but rather, that he should be curious about the natural world. He need not send his campers to gather ten different plants and know their names, but he should feel the delight, which is contagious, in seeing plants grow, in watching the changing colour of the countryside, in appreciating the intricacies of tree growth and decay, in making effort to improve the natural resources of the

camp site, in understanding the wider implications of conservation. He should know the value of time spent in doing nothing but watching. There are such good things to watch in the outdoors—waves breaking on beaches, stars gradually appearing in their constellations, northern lights, a sandpiper by the shore, skylines and the great white clouds on a blue summer day. There are good things, too, to hear—the loon's cry, a whippoorwill, the wind in the tops of the pine trees, the very strange silence of a still night.

So often at camp there is no time left to stop and smell wood smoke or touch the softness of sphagnum or a clover patch on a hot summer day. "Program" is often so full there is no time left for living. Yet from enjoyment and observation of the outdoor world, interest is aroused in "why things happen" and from such why's, questions basic to science, philosophy, and even religion are aroused—questions fundamental to the nature of the world and the human being's place in it. The first quality, then, a counsellor must have is to be able to camp—to know how to live in the outdoors and to be interested in the natural world.

The second quality a counsellor should have is the ability to counsel, to guide children's development subtly yet surely. This depends primarily on the counsellor being interested in children—more interested in children than in himself. It is fairly easy to thrust one's own interests on children, more difficult to become interested in theirs.

For children's interests are definitely "childish". And many counsellors, because of their own insecurities, feel it is slightly undignified to be concerned with the trivial activities youngsters enjoy.

A college undergraduate at camp may find himself in charge of a group of five-year-olds. Filled with his own enthusiasms, he resolves to get these guys toughened up into athletes and turned into miniature replicas of himself. So he herds them down to boat practice, boxing, or takes them on endurance hikes. Through the use of badges, prizes, marks or the persuasion of his own dynamic personality, he inculcates "interests", but they are *his* interests.

It is a much more difficult task to be interested in the interests of his campers. The young adult seems to forget what it was like to be a child. Later, one again remembers. So if the counsellor cannot recall what it felt like at five to jump into fresh hay in a nearby farm field, or build a sand castle with a moat around it, or swing from trees, his best policy is to sit back and watch and listen. It is very difficult to recall the thrill of fishing for shiners or wading up a stream to see where it goes, or putting on a play that has seven acts in five minutes and no conclusion. But these may be of vital importance to the young child. The counsellor may say: "If we just let those youngsters play around at these things, they aren't learning anything." Aren't they? Perhaps they are learning to enjoy life and to discover the possibilities of expressing interest in happy, constructive activity. Indeed, it is a travesty of adult modern life, we are so busy with recreation we have no time for play. We

take so long being educated, we never get around to living.

If the counsellor has forgotten what children like to do, he may also have forgotten what it feels like to be very young. To a child the camp dining room may feel terrifyingly large. Strange night sounds of owls and loons or thunder may make him afraid; being away from home for the first time may cause loneliness to the extent that he is literally sick. Fears of some children are extremely real. One of the strange beliefs of our society is that it is wrong to be afraid. A counsellor who ridicules or condemns a child's fears may succeed only in having the child repress, rather than express them, and such repression is the source of many later mental health evils. If the counsellor wants to be a *counsellor*, he must help the child accept the feeling of being afraid as something everyone experiences and help him understand it. For example, the loon that made the terrifying sounds at night may be observed on the sunlit blue lake the next day, so the camper gets to know and be interested in him.

It is, of course, essential that no needless fears be engendered in the youngster. He need not be forced to swim in deep water right away; he may enjoy wading around the beach and playing with toy boats. Supernatural fears from spooky stories and myths about malicious ghosts have no place in the young camper's life, nor have unnecessary fears of night raids or hazing. There are enough things to be afraid of in the civilized, atomic world, that there is no need to produce artificial terrors.


Finally, if the counsellor is really concerned with the campers' develop-


ment, he must remember that young children require a great deal of time and a great deal of guidance in dealing with the "daily round and common task". The college student may think it a little dull and undignified to supervise the camper washing his hands and face (and neck occasionally), to plan time for him to go to the toilet, to help him be interested in keeping his cabin reasonably tidy, eating his meals quietly and adequately, remembering that buttons have to be sewn on and shorts patched, sending clothes to the laundry; these are all part of the routines of living which the camper is not ready to assume all by himself, but which he is ready to learn. Too often camp programs are so extremely busy that little time is allotted for these daily tasks, but as soon as these are forgotten, the camper's life and the camp's life become a drastic muddle. To counsel wisely must include helping the youngster to develop skill and interest in necessary routines and to take time and thought to work out plans by which this can be achieved. To counsel, then, means that the life, interests and feelings of youngsters are the counsellor's primary concern, for only with an understanding of these can his guidance be developed effectively.

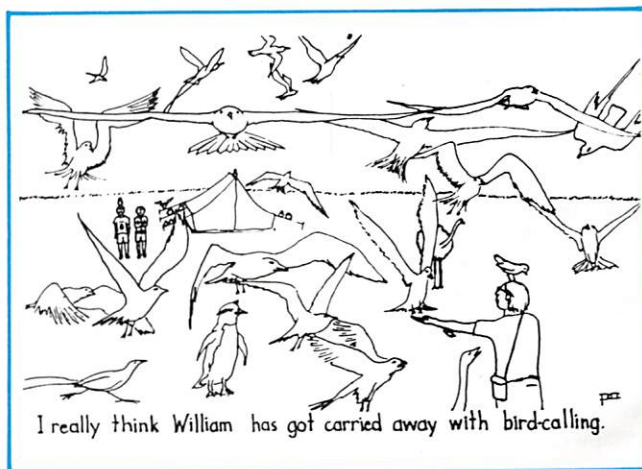
A camp counsellor should be a camp counsellor. He should have "a sense of at-homeness in the natural world and the arts of outdoor living", and he should be able to counsel:— guide development by understanding the child's level of maturity, interest and skill. With these qualities he will be an invaluable asset to any camp staff and a great surprise and satisfaction to himself.

Hear Ye! Hear Ye!

We need your assistance —

 We want to compile a songbook and make it available to all camps in Canada. You must have a popular camp song. Would you please send in to the magazine the words and list the tune of your camp song so that it can be shared across Canada.

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Look for the Hidden Dimension

John H. Wilkinson

Director, Keswick Youth Camp

Reflections of the past summer's camping programme and the effect it had on staff and campers alike is, in most cases, an enjoyable and encouraging experience for a camp director.

Following the conclusion of our camping programme last fall, I took a few weeks vacation and travelled across Canada, enjoying its beauty and solitude to relax and unwind from the summer.

The more I reflected on camp, the more I began to realize the necessity of evaluating our programmes and really searching out all avenues of our camping culture to see if we really are communicating with kids effectively. Too often we develop programmes in the light of our own culture (camp administrators). We feel they are exciting and worthwhile to the campers who come to us, without really considering their cultural background.

Each of us has a sense of space which is a synthesis of many sensory inputs: visual, auditory, kinesthetic, olfactory and thermal. Not only does each of these constitute a complex system, but each is moulded and patterned by culture. Hence, there is no alternative but to accept the fact that people reared in different cultures live in different sensory worlds.

As I think back, this really came to light, when one evening I asked my head cook where the cheese was located and she replied "in the cooler, on the second shelf". I looked for five minutes but to no avail. I then had to admit to her that upon scanning the shelf, I could not perceive any cheese. She led me back to the cooler and there, with a wondering look, showed me the cheese on the second shelf. She and I simply had learned to use our eyes in very different ways. Evidently, we inhabited very different visual worlds.

It was with this in mind that I began to wonder just how differently the campers sensed the camp culture that my staff and I were diligently trying to develop. How many times were we misinterpreting a camper's behaviour because of our own particular cultural orientation.

When I returned from holidays I did some research and found that the patterning of perceptual worlds is a function, not only of culture, but of relationships, activities and emotions. Therefore, people from different cultures, when interpreting each other's behaviour, often misinterpret the relationships, the activities, or the emotions. This leads to alienation in encounters or distorted communications.

In the briefest possible sense, the message of this paper is realizing that no matter how hard we try, it is impossible to divest ourselves of our own culture, for it has penetrated to the roots of our nervous system and determines how we perceive the world. Most cultural learning lies hidden and cultural behaviour is outside voluntary control. Even when small fragments of culture are elevated to awareness, they are difficult to change, not only because they are so personally experienced, but because people cannot act or interact in any meaningful way, except through the medium of culture. So we must begin to question our basic assumptions concerning the relationship of our campers to their environment, as well as to their relationship with each other — a concept that most camps do not explore.

We must realize that while significant portions of the different cultures of our land are shared, there are also many points wherein they clash and we should be aware of these conflicts, if we, as camp leaders, are to communicate clearly and relate effectively to our campers as well as to each other.

The more I view this concept of man's relationship to this environment, the more apparent it becomes that we Canadians and Americans apparently direct our attention more towards content than structure and form, and thus the importance of culture is often minimized. We tend to overlook the influence of the form of a building on



Courtesy of Keswick Youth Camp

the people in it, or the results of overcrowding on the Canadian Indian, the consequences of having one's senses conditioned by negro culture while trying to cope with "white" educational materials, or the result of overlapping personal distances, or differences in the handling of time.

In light of the camp situation, are we overlooking the influences of the forms of our cabin, tent, chalet, dorm, dining hall, chapel, and other structures on the behaviour of the people in them? Are we overlooking the results of overcrowding our living quarters at camp with regard to specific cultures? In some cultures, it's acceptable to stare, to be "pushy", to crowd close to each other, to breathe heavily on another person, to have privacy in a public place, but in others all these are considered ill-mannered. One could go on and on making comparisons, but perhaps the above is enough to catch a glimpse of the fact that each child when he comes to camp brings with him his own specific cultural background. We, as staff, must be prepared to accept and view this child individually realizing that the cultural dimension of his personality, most of which is hidden from sight, is a most important facet to grasp and to acquire, if we are to understand and effectively communicate with him.

The discovery of self on the level of culture is no doubt more demanding than it is on the individual level. The difficulty of this task, however, should not cause us to slight its importance, but rather to search out and learn more about the interrelationship of man and his environment. ▲

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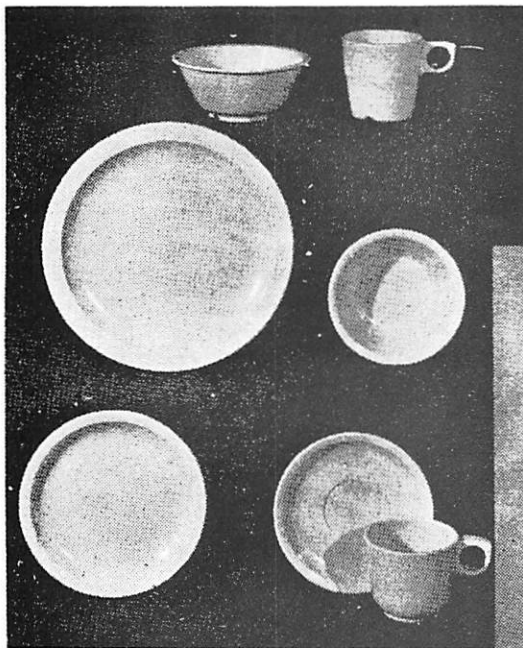
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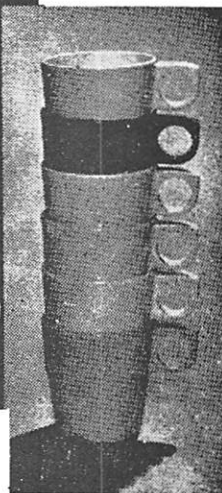
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Some common-sense ways and means of cutting and controlling food costs.

by R.M. Semple
Director of Dietetics,
Humber Memorial Hospital,
Weston, Ontario

In today's economy the cost of operating camps has soared to the point that increases must be passed on to parents. Particularly is this so in relation to food costs; and when a camper's rating of his camp depends on the food he eats, meals have to be the best.

One of the major problems in camp food service is the total disregard for the dollar value. Please note: I did not say the value of the dollar but the dollar value. Directors spend hours and money fixing the grounds, repairing cabins and wash-houses, painting, cleaning and repairing the waterfront, and other necessary details. But, if I were to ask you the actual food cost per camper per day, doubtless no one would know. Raccoons may eat a lot of plywood but waste in your kitchen can eat up a lot of profit. I am certain that, at this time of year, you are concerned with the work that lies ahead in preparing for camp opening.

Winter, as well as animals, have taken a toll but have you given any thought to the damage done to food stored because of over-stocking? It is my belief that if you, as proprietors of camps, reviewed a few basics in food management, you could reduce the cost of operating your food service by half your present expenditure in both food and wages.

Previously I mentioned the wastage of food items and storage. Now, let's look at some kitchen problems and how to solve them.

First and foremost, recipes should be standardized to your operation. They should be supervised so that they are followed to the last pinch of salt. This is part of your operation that can be arranged in the winter months.

Plan your menus around food of good quality. It might be wise to avoid

the use of almost all spices except salt and a little pepper. Good, plain cooking is essential.

Consider an effective use of leftovers. Some can be used during snack periods if presented properly. A good cook knows how to use them in stews, casseroles; also in jellies, fruit salads and other desserts.

Eliminate fancy foods, fresh fruit and juices for snack.

You would be wise to consider one snack at bed-time only. Forget a tuck shop and sell from the kitchen. Choose items the campers will eat during breaks in the activities of the day.

Get into the kitchen and, with your cook, check the garbage. It is clean. You served it to your campers, so empty one can into another, once in a while, and see what is being thrown out.

Keep all non-kitchen staff out of the kitchen. This is not a short order restaurant for your staff. Allow no one to take food from the dining hall to their cabins.

Have your staff nurse look into the sanitation conditions of your kitchen every day. Make it one of her definite responsibilities.

Use your staff effectively. Most camps are over-staffed and over-paid. If you hire students on an ego trip, that's all you will get.

Look at the possibility of hiring some of your campers to do some of the kitchen duties, e.g., floors and dishes. You could pay them at student rates or make allowances on the price of the vacation. Have them clean the beach and do minor repairs and painting as well.

I am fully aware of the problems of transportation but, whenever possible, buy or rent your own equipment. Do

not borrow. The price of borrowing has to reflect in your purchase price. This cost is being passed back to you. Other areas of thought could be co-operative buying of food and equipment, the use of disposals, and the hiring of catered service. Caterers now have moved into the camping field and most of them do a good job because of their desire to compete, and their pride in the industry.

It is my feeling that, as camp operators, you should be your own worst critics. Start asking yourselves a lot of questions and be honest with your answers. If not, you are only hurting yourself.

1. Are we doing all we can to serve the general public?
2. Do we really care what the campers say when they leave camp?
3. Are we taking the wasted food and man hours into consideration, and what is it costing us?
4. Is my hiring a shot gun affair? Do I hire babies or people to do a job? Do I tend to hire egotists and unskilled persons, or do I look for skilled people to lead, direct and train?
5. Are my cooks well trained and qualified and, most of all, honest? Will they follow instructions rather than try to be an artist?
6. Are my purchasing techniques conducive to good service or do I do my purchasing from a sense of need, a smooth-talking salesman, or the one who entertains best? Do I buy according to my menus? Do I shop comparatively?

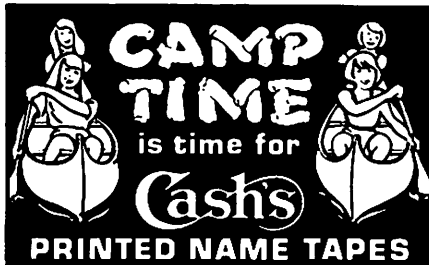
Look at your bank balance. Does it react formally to your answers? You could be losing a lot of money needlessly. ♦

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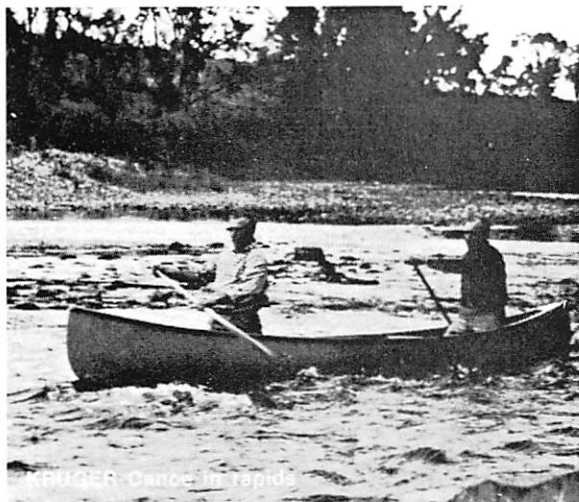
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